Ferguson, C. J., San Miguel, C., Kilburn, Jr., J. C., & Sanchez, P. (2007). The

Effectiveness of School-Based Anti-Bullying Programs. *Criminal Justice Review* *, 32* (4), 401-401.

This Meta-Analysis review discussed the effects of anti-bullying programs in schools. The results proved that anti bullying programs were significantly effective but results seemed to have been influenced by publication bias and did not meet threshold for “practical significance”. Reasons anti bullying programs are not effective were also discussed.

Peskin, M. F., Tortolero, S. R., & Markham, C. M. (2006). Bullying and Victimization

Among Black and Hispanis Adolescents. *Adolescence* *, 41* (163), 467-484.

Study was done on Black and Hispanics from 6th- 12th grades in Texas. The report discovered there were no gender differences for general bullying and victimization, but physical and verbal types were frequent amongst males. Study also showed blacks were more likely to partake in bullying and victimization and seemed to be at its highest in the 9th grade.

Roland, E., & Galloway, D. (2002). Classroom influences on bullying. *Educational*

*Research* *, 44* (3), 299-312. Retrieved from: <http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?vid=16&hid=102&sid=eff0af4d-bca0-4f85a0d7dfa41c9ae487%40sessionmgr10&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=8526313>

Questionanires were handed out to 2,002 pupils and 99 teachers in Norwegian primary schools. An ananylsis proved that the social structure of the class had a direct impact on bullying behaviour. Classroom management also contributed to the frequency of bullying.

Hodges, E.V.E, & Perry, D.G. (1999). Personal and interpersonal antecedents and

consequences of victimization by peers. *Journal of Personality and Social Psychology,* 76, 677-685. Retrieved from: <http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?sid=eff0af4d-bca0-4f85-a0d7-dfa41c9ae487%40sessionmgr10&vid=26&hid=102>

An assessment of boys and girls from the third grade through seventh grades were assessed on victimization, personal variables and interpersonal variables. Then they were assessed the following year again on all variables. Results suggested internalizing symptoms and peer rejection increased and suggests a vicious cycle exists that supports peer victimization.

Pacers Bullying and National Prevention Center. <http://www.pacer.org/bullying/resources/info-facts.asp>

The website describes bullying andn how in many instances it can occur quietly and covertly, through gossip. It also highlights harassment based on someones disability through written statements, verbal abuse etc. They also have a section that discusses the laws of each state on bullying. Steps on taking if your child is a victim at school.